U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): (Check all that apply, if any)

☐ Charter ☑ Title 1 ☐ Magnet ☐ Choice

Name of Principal: Mrs. Mari Jo Mulligan

Official School Name: Nautilus Elementary School

School Mailing Address: 1425 Patrician Drive
Lake Havasu City, AZ 86404-1917

County: Mohave State School Code Number: 5563

Telephone: (928) 505-6060 E-mail: mjmulligan@havasu.k12.az.us
Fax: (928) 505-6079 Web URL: havasu.k12.az.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Ms. Gail Malay Superintendent e-mail: gmalay@havasu.k12.az.us

District Name: Lake Havasu Unified School District District Phone:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mrs. Jo Navaretta

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)

2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.

5. The school has been in existence for five full years, that is, from at least September 2005.

6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.

7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 6 Elementary schools
   (per district designation) 1 Middle/Junior high schools
   1 High schools
   0 K-12 schools
   8 Total schools in district

2. District per-pupil expenditure: 4029

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area

4. Number of years the principal has been in her/his position at this school: 2

5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	26	33	59
K	26	27	53		7	0	0	0
1	28	29	57		8	0	0	0
2	33	35	68		9	0	0	0
3	33	23	56		10	0	0	0
4	25	28	53		11	0	0	0
5	29	35	64		12	0	0	0
							Total in Applying School:	410

6. Racial/ethnic composition of the school:

2 %	American Indian or Alaska Native
1 %	Asian
1 %	Black or African American
25 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
71 %	White
0 %	Two or more races
100 %	Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 17%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred ***to*** the school after October 1, 2009 until the end of the school year.	43
(2)	Number of students who transferred ***from*** the school after October 1, 2009 until the end of the school year.	26
(3)	Total of all transferred students [sum of rows (1) and (2)].	69
(4)	Total number of students in the school as of October 1, 2009	410
(5)	Total transferred students in row (3) divided by total students in row (4).	0.17
(6)	Amount in row (5) multiplied by 100.	17

8. Percent limited English proficient students in the school: 3%

Total number of limited English proficient students in the school: 11

Number of languages represented, not including English: 3

Specify languages:

Spanish, Vietnamese, American Sign Language

9. Percent of students eligible for free/reduced-priced meals: 59%

   Total number of students who qualify: 256

   If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

    Total number of students served: 48

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

1	Autism	0	Orthopedic Impairment
0	Deafness	7	Other Health Impaired
0	Deaf-Blindness	21	Specific Learning Disability
2	Emotional Disturbance	11	Speech or Language Impairment
2	Hearing Impairment	0	Traumatic Brain Injury
1	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities	1	Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-Time	**Part-Time**
Administrator(s)	1	0
Classroom teachers	16	0
Special resource teachers/specialists	7	0
Paraprofessionals	7	0
Support staff	3	0
Total number	34	0

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 24:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	5%	5%	5%	5%	5%
Daily teacher attendance	95%	96%	97%	96%	96%
Teacher turnover rate	8%	16%	10%	14%	17%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

Teacher turnover rates for 05/06, 06/07, and 08/09 were due to in-district transfers, teachers who left our community, retirement and not highly qualified.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____%
Enrolled in a community college	_____%
Enrolled in vocational training	_____%
Found employment	_____%
Military service	_____%
Other	_____%
Total	**0**%

PART III - SUMMARY

Nautilus Elementary is a small rural school located on the north-side of Lake Havasu City, Arizona. In 2010 Nautilus changed from a K-5 to a K-6 school. Our attendance area is a mixture of low income apartments, duplexes, and moderately priced affordable homes. Desert Hills is a small community on the outskirts primarily made up of mobile homes and low income families whose children are bused to our school. Our free and reduced lunch eligibility is 59.1 % the 4th highest in our district. Our population can be considerably transient and our student turnover rate within a school year can be a challenge. Our English Language Learner population has decreased in recent years and the children we do have are more proficient in English than our Latino students of the past. Our mission statement stresses teamwork, academics and we "strive to cultivate each student's strengths and to encourage his or her own positive character traits." Our commitment to Positive Behavioral Intervention Support (PBIS) and the school-wide behavior strategies that preceded it, reflect these efforts. Another relevant aspect states our academic vision well. "Nautilus Elementary is continually improving instructional delivery methods and systems to meet our students' needs in a safe, orderly, and caring environment."

Our efforts to continually improve mark our most significant milestones. Nautilus Elementary found great resonance with the phrase No Child Left Behind. Although the NCLB legislation was initially controversial, the message had beauty in its simplicity and held within it, our power to change. At about the same time, standards-based ideas were percolating skills and outcomes which we later came to know as the Arizona State Standards and the priority performance objectives that now direct our instruction. As a staff, we had to (heatedly at times!) address the status quo of ourselves, long tenured teachers in classrooms, doors shut, complaining about the shortcomings of our population's low performing student, an attitude eventually changed by the work of Ruby Paine. A significant milestone was an early standards familiarity activity where every grade level cut the K-3 document into grade specific pieces and pasted them on a calendar. In that afternoon, we had a major paradigm shift. We were highly interconnected and the success of everyone was only as great as our "mapped" ability to help each other with the very specific learning outcomes our effectiveness as professionals was dependent upon.

Another milestone was when we met in the days before school began and critically reviewed the test scores, put real faces with those numbers and asked why we were continually low in specific areas? What could we do to address these shortcomings and improve the results of our lesson delivery? That day the idea of "re-teach" and the concept of data driven decision making was born at our school. If the children had not learned, our job was not done. As a school, we devised our first criterion-referenced assessments to determine which children had mastered grade level skills and who needed attention within our newly constructed school-wide remediation loop.

Eventually the district began to implement official reforms. The principal/instructional leader, Shaun Goodwin who had navigated the often rough waters of change on the ship, the "Nautilus" could proudly say, "This isn't new! It is what we have already been doing." Our school has been in the position to take full advantage of the formal professional development areas of RTI, instructional coaching for individualized growth, the educational consultants West Ed using the Teach 4 Success protocol and Marzano trainings that reinforce with teachers the instructional variables with highest yield in research-based effectiveness with students.

Our school recently found itself at a new milestone when Shaun Goodwin was transferred to another school. This is our second year with new principal/ instructional leader, Mari Jo Mulligan. Although she has been forthright in her praise of our seasoned staff and the high degree of competence in teaching she sees every day, her pedagogical depth and self-reflective style has modeled the levels of analysis our school must apply to fortify our expertise onwards to deeper levels, an important consideration as scores become higher and score improvement becomes statically more difficult.

Despite No Child Left Behind and the constancy of change, our celebratory traditions remain the same. We celebrate success everywhere: Friday Dynamic Dolphins, weekly awards for PBIS role models, Student of the Week/Month, Hard Work Café awardees parent lunch, monthly Renaissance assemblies, classroom attendance pizza award on the school marquee… Our commitment to PBIS was formally recognized by the State of Arizona. Every day we relished in our Excelling banner hanging proudly in front of our school. Although a change in state percentages adjusted our label to Highly Performing this year, our belief in our ability to excel has not been shaken and the Excelling celebration is one we will achieve again together.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In the AZ public schools Performance Level Descriptors the general performance of a student within a performance range (Exceeds, Meets, Approaches, and Falls Far below) is described below:

Falls Far Below

Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to satisfactorily meet the state's reading, math, and writing standards. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a satisfactory level of understanding.

Approaches the Standard

Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Students who approach the standard possess some understanding and skills necessary to begin working on the content required of the student who meets the standards. Due to incomplete understanding, additional instruction and remediation may be necessary in order to achieve a satisfactory level of achievement.

Meets the Standard

Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the reading, math, and writing standards. Students who perform at this level are prepared to begin work on materials that may be required for the next grade level. Attainment of at least this level is the goal for all students.

Exceeds the Standard

Students who score in this level illustrate a superior academic performance as evidenced by achievement that is substantially beyond the goal for all students. Students who exceed the standard have demonstrated exceptional and exemplary attainment of knowledge and skills.

In the last five years Nautilus Elementary has been labeled by the state of AZ as Performing Plus (2006), Highly Performing (2007, 2008), Excelling (2009); Highly Performing (2010). Three factors affected our school label change last year. First, our new state math standards were tested for the first time. As a state all math scores dropped substantially. However, we were still above the state percentage of students at meets/exceeds for all grade levels. Second, the rigor of the standards was raised which also contributed to the statewide drop in math test scores. Third, the state changed the percentage of exceeding students a school has to have in every area from 17% to 25% in order to retain the Excelling label. Had we been evaluated by the previous year's criteria we would have retained our Excelling label per our district curriculum director.

In math our scores for the years 2006-2009 have been a story of continual growth. They went from 90% to 96% at meets/exceeds in 3rd grade, 88%-89% in 4th grade, and 74%-88% in 5th grade. However, as I stated above, due to increased difficulty in the standards at each grade level which resulted in a more difficult test, and an implementation year of a new math core, our scores reflect these variables in 2010. Third grade dropped to 69% meets/exceeds compared to the state at 64% meets/exceeds. Fourth grade dropped to 79% meets/exceeds compared to the state at 63% meets/exceeds. Fifth grade dropped to 70% meets/exceeds compared to the state at 58% meets/exceeds.

Our scores in reading for third grade went from 86% at meets/exceeds in 2006 to 96% at meets/exceeds for 2010 – a 10% gain. Fourth grade reading scores have risen from 86% in 2006 to 88% at meets/exceeds in 2010 – a gain of 2%. In fifth grade the reading scores rose from 76% meet/exceeds in 2006 to 90% at meets/exceeds in 2010 – a gain of 14%.

According to our district office and the information they pulled from the ADE website Nautilus did not have enough SPED/ELL students to constitute a subgroup. Therefore we do not have an achievement gap of 10 or more percentage points between the test scores of all students and the test scores of subgroups.

However, if we did we would using the many strategies we have in place as described throughout this application to meet the needs of those students to close that achievement gap.

Assessment results can be found at http://www.ade.state.az.us/researchpolicy/AIMSResults/.

2. Using Assessment Results:

At Nautilus, data does not define us, but it does drive our instruction. Data meetings occur on a regular basis – 5 to 7 times a year. They include our principal, academic coach, reading interventionist, special education and classroom teachers. As a team, we discuss and analyze the results of several literacy assessments (Galileo – AZ standards-based quarterly assessment; DIBELS – literacy skills fluency assessment; STAR reading – comprehension/predicted fluency assessment). We also analyze our RTI math screener and math Galileo assessments to track our student growth in the area of mathematics. We look at each student's progress and decide if they have met the grade level benchmarks. If they have, the teacher will continue with grade level or challenge level instruction. If not, interventions are put into place. Over time we watch to see if the students are responding or need more and/or varied interventions.

We use a 3 tiered reading system. Our students receive 90 minutes of reading instruction daily in Tier 1. In this tier our teachers do whole group instruction and small group differentiated instruction using formative assessments based upon the standards and their aligned skills.

Students that need Tier 2 support to meet the grade level benchmarks are categorized as strategic. They receive an extra 30 minutes of strategic instruction using materials at that student's independent reading/skill level. Instructional materials are based on specific skills identified through the Tier 1 formative assessments. One of our intervention programs for Tier 2 is called Soar to Success. Soar to Success is an intervention program which focuses on reciprocal teaching strategies for reading comprehension acquisition. It reinforces skills taught in our core curriculum.

If a student is substantially below grade level benchmarks, they are categorized as intensive. They will receive an additional 30 minutes of reading instruction in a pull-out model. This gives them a total of 150 minutes of essential reading instruction daily. Research-proven programs and strategies based on the Big 5 (phonemic awareness, phonics, fluency, comprehension, and vocabulary) as determined by the National Reading Panel are used with students in need of intensive intervention. We match the correct reading intervention for the student based upon the results from assessments and input from staff in our data meetings.

This system has proven very effective for moving our at risk students closer to benchmark and challenging our benchmark students.

3. Communicating Assessment Results:

Nautilus communicates assessment data and performance feedback to students and parents in multiple key areas and ways. Across all grade levels, Kindergarten to sixth grade, instruction is driven by the results of constant formative assessments linked to the sequentially taught Arizona standard priority performance objectives. Our student's strongest link to test performance is the clear communication of the teaching objective written in "student friendly" language then read or stated aloud by all students in all lessons in every classroom. This research proven method of stating objectives has statically significant impact on learning and assessment effectiveness. Teachers using electronic clickers for standards-based Galileo and instructional assessments have the benefit of instant tracking of individual and class-wide learning errors and misconceptions. Students are eager to know what objectives were mastered, individually and statically as a group. Part of the learning process in classrooms is to discuss and analyze these assessed objective results in real time. Additionally, the results of performance objective assessments is further communicated to students when specifically addressed again in differentiated re-teach groups. Within another powerful tool, the Lee Jenkins L to J research proven assessment format, students receive immediate feedback and graph it to track personal/class data and celebrate personal bests. This link to the AIMS blueprint by grade level informs progress towards standards mastery. AIMS students nearing new success levels have goals for further achievement. Intensive "intervention" student performance is measured bi-weekly on DIBELS Next. Students have benchmark goals tracked with "aim lines" encouraging improvement. Progress is further reported by Accelerated Reader quizzes in student

zone of proximal development with predetermined point goals. Rocket Math provides individual feedback within self-paced fact acquisition.

Scores for weekly standards embedded assessments are routinely reported to parents. PowerSchool technology provides online score reporting and real time progress reports. Bi-weekly DIBELS Next measures are also available. School-wide Nautilus folders link classrooms and home with daily score information. Included are home support suggestions for parent involvement, also on intermediate level daily planners. Pro-active progress communication with parents is verified on mid-quarter reports and individual conferences.

In addition to district-wide community dissemination and explanation of school AIMS results/school report card in print and on-line, Nautilus has advertised our ongoing improvement in state awarded performance labels. The recent Highly Performing/Excelling performance labels communicated to our community the caliber of teaching at Nautilus and the results we have achieved with our learners.

4. Sharing Lessons Learned:

Nautilus Elementary, as members of a larger learning community, has shown a willingness to share helpful strategies with other schools and districts. As each of the milestones in the previous summary were realized, the strategy and its results were shared by Principal Shaun Goodwin at Administrative Team Meetings with other principals in Lake Havasu. Mrs. Goodwin applied to participate in the Solutions Teams formed by the Arizona Department of Education. She was chosen and subsequently traveled for three years within this group helping to support Arizona failing schools meet No Child Left Behind requirements. As test scores improved, other Arizona districts came to Nautilus including Topock, Bullhead City and Kingman Academy of Learning. These schools were interested in the re-teach model, how it operated, the approach to the new standards-based data-driven accountability, and the behavior system based on character traits which transitioned into (PBIS). In school year 2009-2010, Nautilus was honored with an State of Arizona PBIS award.

Sharing success is valued in the Lake Havasu Unified School District. Our Principal, Mrs. Mulligan and our academic coach share their expertise regularly within their circles of influence. In the coaching cadre, Mrs. Miller shares her experiences with Marzano approaches for teacher improvement, as well as the effective strategies of the master teachers she observes during her classroom visitations. Mrs. Mulligan collaborates with other administrators doing data sweeps at all schools to ensure inter-rater reliability within the Teach 4 Success observational protocol. Both contribute to other buildings and improve our practices when additional training opportunities and outside experiences are shared at our school.

Nautilus is a district leader facilitating the implementation of the Lee Jenkins L to J. In spring 2010, academic coaches from two other schools came to videotape a master teacher demonstrating L to J methods in her classroom. A detailed PowerPoint presentation was explained. Nautilus teachers have co-presented a training video at the staff meetings of other schools. This video has proven to be a powerful professional development tool because it allows teachers to see all aspects of the L to J philosophy, the process, why it is highly effective and the logistics of implementation. Nautilus Elementary has provided master teacher video lessons which are currently posted on the shared drive of the district network. The lessons are available to every teacher wishing to see Best Practices demonstrated effectively with students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Arizona State Standards guide all curriculum and instruction. Teachers follow district core curriculum maps in reading, writing and math. These collaboratively designed maps ensure students receive articulated appropriate instruction based on a developmental sequence of rigorous grade level priority performance objectives. The research proven core adopted series Houghton-Mifflin is a component of instruction delivered within a three tiered system. All students receive 90 minutes of instruction daily including whole group instruction and small group differentiation based on formative assessments. Students needing extra support with reading content receive an additional 30 minutes of strategic intervention with materials based on specific skills. An additional 30 minutes of reading in a pull-out model provides a total of 150 minutes of essential reading instruction to below grade-level students. Movement through the tiers is a dynamic process, with students entering and exiting intervention when assessment data indicates their instructional needs are met. Within the reading block students engage in: differentiated instruction to reinforce mandated skills, research proven Soar to Success activities and integrated open-ended theme projects.

Students are taught reading foundation skills and strategies to comprehend fiction, non-fiction and functional text in a variety of contexts. As a result, the principles of comprehension instruction are extended and applied within the content areas of social studies and science. Imbedded in the reading curriculum and applied in content areas is a school wide focus on writing also guided by curriculum mapped priority performance objectives. As learners, our students determine meaning from print. As writers, our students engage in the process of constructing meaning for communication. Our students must demonstrate six trait writing and higher level thinking measured within Blooms Taxonomy. Writing as an extension of reading is universally required throughout the content areas and has been the focus of numerous school-wide professional development projects reinforcing the Six Traits with Four-Square Writing strategies, collaborative rubric anchor papers and school-wide writing prompts.

Math Expressions, a program based on research results from the Children's Math World (CMW) project, is the curriculum Nautilus is using to teach state standards and recommendations of the National Research Council thus in response to national need and our district's commitment to the notion of math as the "gateway" to opportunity. This is a new approach for us and our second year of implementation using large and small group instruction. The CMW instructional design has facilitated a child centered math environment in our school that includes all children in the math community where every child's math thinking matters. "In Math Expressions, the use of visual representations to support conceptual learning is pervasive." We are developing mathematical proficiency along the following five strands: Conceptual understanding, Procedural fluency, Strategic competence, Adaptive reasoning and Productive reasoning using the descriptors understanding, computing, applying, reasoning and engaging. All k-6 students are engaged with significant content when "…making drawings of the math quantities and explain(ing) their methods to other students by relating their numerical steps to the steps in their math drawings." Explicitly teaching math vocabulary with Math Talk techniques ensures children learn visually and orally while understanding, explaining, questioning and helping collaboratively with peers.

The art curriculum stresses art elements and principals of design sequenced to complement classroom content instruction. Students are engaged through teacher demonstration and hands-on experience in small groups. Students practice art critique as they compare and contrast their art with that of classmates and professional artists. Students are supported with original approaches to problem solving, imaginative thinking, and personal self expression while the visual arts incorporate individual learning needs and styles. Our school is alive with our displayed creations. Student art exceeding the standards for artistic ability and creativity is invited to share on "Artsonia", a web-based art gallery displaying artwork worldwide.

Music's instructional map integrates other academic subjects such as math, science, literature, physical activity, visual arts, and social studies, through a variety of learning styles. Instruction and assessments are structured for students to demonstrate learned concepts individually, in small groups, or as a whole group, and are performed vocally and instrumentally. Students learn to: read and notate music; create movements and dance describing music they hear; recognize the many purposes music serves, including cultural values and reasons people compose music. Collaboration with classroom teachers occurs frequently in order to best relate music studies to other parts of students' lives.

In Physical Education students are taught the basic foundations of movement,. These foundations are continually built upon as students' progress through the grade levels and gain proficiency in basic loco motor and non-loco motor skills. The importance of physical fitness is facilitated through activities applicable to a lifetime and integrated with nutritional information. In intermediate grades, students are introduced to the basic skills of each sport to properly play basic games. Each year, students participate in the Presidential Fitness Test to assess their physical ability.

2. Reading/English:

Nautilus reading curriculum integrates Arizona Standards and the National Reading Panel Big Five: phonemic awareness, phonics, fluency, comprehension, and vocabulary. This approach was chosen as the backbone of the district-wide reading initiative and reflects the fundamental skills determining reading success. Phonemic awareness stressed in Kindergarten targets the time sensitive phonological loop by applying hand motions to identify sound placements and substitutions in words. Intensive Phonics, which is mandated through second grade, facilitates the orthographic loop in decoding words consistent with Orton-Gillingham research proven principles. Sight word acquisition, a factor in fluency is monitored longitudinally with the Fry's List to remediate typical grade level word gaps. AZ standards are coupled with High yield and rigorous comprehension strategies include: QAR-Question, Answer. Relationships as a vehicle to implement Blooms Taxonomy; Reciprocal Teaching to scaffold discussions with predicting, questioning, clarifying and summarizing; Note taking strategies to improve processing of information while organizing and integrating learning through text organization techniques. Vocabulary development, a comprehension factor with deprived populations is reinforced with word analysis, synonyms, drawings, personal definitions and application sentences.

DIBELs Next, STAR Reading tests, and the district Galileo Arizona standards-based assessment tool, generate the data on student growth which guides the efforts to improve the reading skills of students who read below grade level. This data provides the basis for skill intervention within the Tier Two thirty minute small group instruction. The supplemental research proven Soar to Success with push-in staff support, provides additional strategies and skill development. Tier Three, a thirty minute intensive pull-out program, manned with highly skilled staff provides intense intervention with specific reading skills. A key assertion underlying this intervention model is that most reading difficulties can be prevented when intervention is provided as soon as students show a need. Therefore, monthly grade-level data meetings also include principal, academic coach, reading and SpEd experts to isolate learning problems complicated by other factors, generate instructional solutions, and verify incremental growth or mandate additional skill prescriptions. This interpretation of RTI collective problem-solving coupled with teaching accountability and consistently monitored data has produced significant gains for our students identified as below grade level with intensive needs. Another powerful mechanism in the effort to improve deficiencies includes parents of under-performing students in Student Intervention Team meetings in order to engage parents constructively with the shared responsibility of the standards and skill deficiencies being systematically addressed with prescribed interventions.

3. Mathematics:

Math Expressions combines the fundamental need for children to understand mathematics found in reform programs, with the traditional focus on skill. It is a learning path program with "coherent learning supports within and across grades and an in-depth coherent sequence of lessons" A nurturing, Math Talk community is fostered in the beginning with teacher modeling and developed through student to student

communication. Math Talk encourages a student's point of view using informal and formal math language to develop the math vocabulary to express understanding. Math drawings made by students are a powerful tool to represent quantities in problems. They support children as they explain their thinking, provide teachers information on student errors to explicitly discuss and repair those misconceptions which left untreated compromise math progress. The meaning in the drawings is linked to numerical computations. Math Expressions uses "research based algorithms that are accessible to all students" and for this reason addresses the needs of students who typically would be performing below grade level. Math drawings/math models and Math Talk together ensure "learning occurs within a supportive cognitive and emotional environment in which help is available from the teacher and peers" Although lower performing students may rely on one algorithm, students are taught to solve real world problems more than one way and be able to respectfully discuss the pros and cons of each.

In our district we are facing the mandate of more rigorous math requirements for algebra coupled with the fact that a significant number of our students do not have the mathematics background to pass pre-algebra. Math Expressions introduces research-based accessible math models that reflect the different meanings of = in word problems to address algebra difficulties at the source. Beginning in kindergarten, children look for embedded numbers as hidden partners using the form 5=3+2 so common in other countries. These two steps together provide an algebraic approach to word problems. Cognitive Guided Instruction (CGI) is also prevalent in Math Expressions where students solve problems in which they need to find the result (total), change (plus/minus) or the start number. Math Expressions methods are also key in helping our students conceptualize fractions because the major misconceptions we build in elementary school "have been found to be pervasive in student's work and to interfere very heavily in their later work in algebra."

4. Additional Curriculum Area:

The link between the Nautilus Elementary School mission and the curriculum area of technology is a strong one. Our mission speaks with the language of "shared responsibility of modeling and teaching essential academic and life skills" and "continually improving instructional methods and delivery systems to meet student's needs". Our technology curriculum supports our mission and acquisition of essential skills and knowledge in three distinct ways. Kindergarten through sixth grade students participate in a weekly hour of hands on standards based technology instruction in a 35 station lab setting. The skill sets range from young children learning required mouse skills to successfully navigate through computer programs while older students learn more advanced functions through help keys to implement programs, gather information or solve problems. Our school-wide PBIS social norms system of "Safe, Responsible, Respectful" is generalized into technology issues of cyber-information safety and the social implications of cyber-bullying.

Our school has a rich culture of technological commitment that grew from an informal learning tech circle of four teachers in 2007 to LCD projectors mounted in 100 percent of classrooms by years end, a fully 75% invested with SmartBoards. Nautilus technology implementation has grown organically through teacher mentorship of peers. The concentric rings of teacher skill has embraced everyone as cohorts of older teachers and younger teachers augment research proven methodologies with the high interest motivation and the visually captivating capabilities of embedding layers of media and information into lessons using the best tools available in educational technology. Teachers modeling application of technology, the end product of technology standards, has fueled student use of technology as an ever increasing facet of living with rapid technological change.

Across our school, acquisition of reading skills in support by online research for content area problem-solving and projects using not only the skill of determining key words in searches but also the skills to discern fact from opinion and integrate appropriate information from the most current sources in a realm where only electronically published materials might be most relevant or timely. Many classrooms are using developing keyboard skills and word processing for communications from simple blogs to complex hardcover published treasure books. Advanced classrooms are leading the way for others with student

created videos and commercials to live streaming for Science experiments and webcams integrating Skype capability between school-children nationally and beyond.

5. Instructional Methods:

The teachers at Nautilus Elementary differentiate instruction daily in order to meet the specific individual needs of all students. Our goal is for all our students to meet and exceed Arizona State Standards. Our instruction is driven by comprehensive school-wide assessments identifying specific skill deficiencies to target with direct, explicit re-teach instruction. Our differentiated groups within a three-tier model provide modified lessons using visual supports, manipulative activities, non-linguistic representations, motor actions for kinesthetic concept practice, drawing of concepts to bridge the concrete to the abstract, graphic and advanced organizers to structure information retrieval, and modeling with "I do, we do, you do" components of mandatory participation. Our students are continuously provided opportunities to discuss concepts with peers during modified lessons and use academic vocabulary within the learning environment. These teaching strategies have been the core of our Nautilus in-service training and are included in our mandated teacher observation/feedback protocol. Advanced task-analysis combined with instructional strategies form the sequential scaffolding of skill components used to guide students within our subgroups to skill application and higher level thinking. Layered activities implement Bloom's Taxonomy to facilitate projects at multiple levels of challenge and creativity. These skill extensions, built within a common standards-based context, provide avenues for divergent thinking and multiple intelligences.

Our framework of teacher accountability and professional skill enables Nautilus Elementary to reclassify the highest percentage of ELL students in our district. Our instructional emphasis on written English identifies and addresses individual English learner language gaps, misconceptions, and developmental errors. We also provide a learning lab to support students with clinical behavior disorders. Students in the learning lab are provided strategic instruction and one-on-one intervention to enable them to continue to learn despite being removed from their classroom setting. Additionally, a core group of teachers implement an after school tutoring program for prescriptive skill reinforcement. Tutoring provides a fourth tier of instruction with additional learning time and attention. Children who lack academic support and supervision at home can self- initiate homework help at our before school homework club. The club invites any student to seek additional clarification or re-teaching of grade level skills. The comprehensive nature of our approach to meet the diverse needs of subgroups blankets our children with our best collaborative efforts to ensure at Nautilus Elementary, no child is left behind.

6. Professional Development:

Professional development is a strength of our district. Our district - and our school - believes all students can learn regardless of social economic status, current home situations, or life values. We believe our schools must provide a caring environment where students feel valued; a learning environment that stimulates their thirst of learning; and an environment that creates excitement and passion for learning.

The entire district PD is chosen based on the following criteria:

- Is it research based?
- Are there explicit and systematic best practices within the research?
- Does it align to state and common core standards?

To ensure the use of explicit instruction using best practices our administrators, academic coaches, and staff have been trained in the implementation of the Teach for Success instructional protocol. West Ed delivers ongoing training in this protocol. It is an instructional design based on Madeline Hunter lesson design concepts articulating instructional practices, student engagement, assessment practices, and learning environment. Through its use a common academic language has been established for staff and

students. This protocol has allowed for interrelated reliability for administration and academic coaches to ensure these effective practices are in place in our classrooms.

Marzano Research Labs PD also provides us with an ongoing comprehensive framework for effective instruction and classroom design based on research with student achievement. Marzano has provided us practical classroom application methods to take our students to deeper levels of thinking and application of learning.

Local experts offer techniques and strategies to fellow educators that support the district PD practices with many hands-on application strategies and techniques that allow for immediate classroom implementations in content areas, technology, and special education.

Our L to J training has given us a structure for review/preview concepts that allow teachers to revisit and preteach standard concepts in all areas. L to J's central theme is 'NO permission to forget'. This is essential with the rigor and demands of standards-based learning. It incorporates graphing skills, encourages math academic vocabulary; individual and building team concepts; celebration of knowledge learned and retained; and allows for life skills as well-tardies, office referrals, playground habits, non academic skills, etc.

The impact of all aspects of our professional development upon student learning has been dynamic and sustained. Our focus is on student learning and how to help each child realize their full potential.

7. School Leadership:

The leadership philosophy at Nautilus is that the responsibility to create a positive overall climate lies on the principal's shoulders. Brain research shows that when we are in a positive work environment our productivity is maximized (Brain Rules, John Medina, 2008). When teachers work in a positive climate, they reflect the same positivity in their classrooms. Students' brains are at their optimum when their classroom is a safe, pleasant environment. As a result, student achievement is at its highest potential. In order to create a positive climate the principal must lead by example. This is modeled through understanding the needs of staff and by considering how the actions of the principal impact others. This climate leads to mutual respect, which leads to teamwork as everyone works together to meet the needs of students. It is the principal's responsibility to ensure that the environment in the building is one in which productivity and student achievement is at its highest.

The primary role of the principal at Nautilus Elementary is that of instructional leader. The principal's instructional leadership is maximized by the relationship with the instructional coach. This relationship is also a reflection of the school's commitment to a collaborative culture. The principal and the coach make it a priority to spend time in classrooms daily. The goal is to provide ongoing, specific and precise feedback to instructors. When an area of need is identified, the instructional coach provides a deeper level of support in planning and implementing strategies. The principal is then able to follow up to see the strategies successfully implemented. Not only does this provide the principal with the best opportunity to document effectiveness on the teacher evaluation, but also provides opportunity for celebration when a new strategy is implemented with the ultimate success measured by increased student achievement. The maximized amount of time in classrooms also provides the opportunity to ensure all programs and policies are being implemented with fidelity. The principal's instructional leadership and overall positive attitude creates an environment where teachers have the ability and the desire to bring student achievement to its highest level.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: AIMS DPA

Edition/Publication Year: 2007 Publisher: Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Meets	68	96	78	88	90
Exceeds	17	41	24	32	21
Number of students tested	63	57	58	77	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	70	95	79	88	94
Exceeds	18	43	27	31	19
Number of students tested	33	55	52	69	69
2. African American Students					
Meets					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets		91	33	55	
Exceeds		27	0	27	
Number of students tested		12	12	12	
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6.					
Meets					
Exceeds					
Number of students tested					
NOTES:					

11AZ3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 3 Test: AIMS DPA

Edition/Publication Year: 2007 Publisher: Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Meets	95	87	79	91	86
Exceeds	8	32	19	25	12
Number of students tested	63	57	58	77	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	94	87	81	90	87
Exceeds	1	33	21	26	12
Number of students tested	33	55	52	69	69
2. African American Students					
Meets					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets		54	42	45	
Exceeds		27	0	9	
Number of students tested		12	12	12	
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6.					
Meets					
Exceeds					
Number of students tested					
NOTES:					

11AZ3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: AIMS DPA

Edition/Publication Year: 2007 Publisher: Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets	79	89	87	87	88
Exceeds	33	41	30	27	30
Number of students tested	67	54	67	79	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	78	87	89	88	88
Exceeds	32	22	31	27	30
Number of students tested	37	55	62	74	77
2. African American Students					
Meets					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets		70			71
Exceeds		0			7
Number of students tested		11			15
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6.					
Meets					
Exceeds					
Number of students tested					
NOTES:					

11AZ3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 4 Test: AIMS DPA

Edition/Publication Year: 2007 Publisher: Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Meets	88	87	85	86	86
Exceeds	19	22	19	18	3
Number of students tested	67	54	67	79	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	84	85	87	87	86
Exceeds	14	22	19	18	3
Number of students tested	37	55	62	74	77
2. African American Students					
Meets					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets		60	30		50
Exceeds		10	20		0
Number of students tested		11	10		15
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6.					
Meets					
Exceeds					
Number of students tested					
NOTES:					

11AZ3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: AIMS DPA

Edition/Publication Year: 2007 Publisher: Pearson Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Meets	69	87	86	82	74
Exceeds	27	40	20	12	16
Number of students tested	59	60	71	78	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	57	88	87	84	78
Exceeds	26	41	20	12	16
Number of students tested	35	59	69	74	77
2. African American Students					
Meets					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets	20				
Exceeds	0				
Number of students tested	11				
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6.					
Meets					
Exceeds					
Number of students tested					
NOTES:					

11AZ3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 5 Test: AIMS DPA

Edition/Publication Year: 1997/2007 Publisher: McGraw-Hill/Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Meets	90	90	90	85	76
Exceeds	15	25	17	9	8
Number of students tested	59	60	71	78	79
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	
Percent of students alternatively assessed	0	0	0	0	
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	94	90	92	86	80
Exceeds	9	14	17	9	9
Number of students tested	35	59	69	74	77
2. African American Students					
Meets					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6.					
Meets					
Exceeds					
Number of students tested					
NOTES:					

11AZ3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Meets	72	91	84	86	84
Exceeds	26	40	24	21	23
Number of students tested	189	171	196	234	237
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	69	90	85	86	86
Exceeds	26	41	26	23	22
Number of students tested	105	169	183	217	223
2. African American Students					
Meets					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets	53	68	45	41	57
Exceeds	6	10	7	14	6
Number of students tested	17	31	29	29	35
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6.					
Meets					
Exceeds					
Number of students tested					
NOTES: Sixth grade data is not available for reporting. The current year, 2010/11, is the first year that Nautilus has had sixth graders in attendance.					

11AZ3

STATE CRITERION-REFERENCED TESTS

Subject: Reading Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Apr	Apr
SCHOOL SCORES					
Meets	91	88	85	87	83
Exceeds	14	25	18	17	7
Number of students tested	189	151	196	234	237
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	2	2	1	1
Percent of students alternatively assessed	1	1	1	1	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets	90	88	87	88	83
Exceeds	10	26	19	18	8
Number of students tested	105	168	183	217	223
2. African American Students					
Meets					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets	71	52	41	34	40
Exceeds	5	19	7	1	0
Number of students tested	17	31	29	29	35
5. English Language Learner Students					
Meets					
Exceeds					
Number of students tested					
6.					
Meets					
Exceeds					
Number of students tested					

NOTES: Sixth grade data is not available for reporting. The current year, 2010/11, is the first year that Nautilus has had sixth graders in attendance.

11AZ3